DOCUMENT RESUME

ED 099 754 CG 009 437

AUTHOR Harvey, Merris W.
TITLE Effects of Group-Counseling Treatment Upon Transfer Students' Perceptions of the College Environment.
PUB DATE [73]
NOTE 50p.

EDRS PRICE MF-$0.75 HC-$3.15 PLUS POSTAGE
DESCRIPTORS *Attitude Tests; *College Environment; College Students; Counseling Effectiveness; *Group Counseling; Higher Education; *Perception; Research Projects; *Transfer Students
IDENTIFIERS *College and University Environmental Scales; CUES II

ABSTRACT

This study seeks to determine transfer students' perceptions of the college environment and to demonstrate a positive effect on their perceptions of the environmental press by means of a group-counseling procedure. Forty-six transfer students were given the College and University Environmental Scales, second edition (CUES II), which was designed to measure student perceptions of the environment at a given college. The study utilized a pretest-posttest control group design, with the experimental group receiving both directive and nondirective group counseling. Results indicated a significant difference between the two groups on two of the five CUES II scales: community and campus morale. There was a failure to identify any significant differences between the sex subgroups, but because of the small size of the subgroups, this finding was not surprising. Implications of the study and recommendations for further research are outlined. (Author/PC)

BEST COPY AVAILABLE

ED 099754

EFFECTS OF GROUP-COUNSELING TREATMENT UPON TRANSFER STUDENTS' PERCEPTIONS OF THE COLLEGE ENVIRONMENT

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

by

Merris W. Harvey

Assistant Director of Admissions
York College of Pennsylvania

CG 009 437

BEST COPY AVAILABLE

TABLE OF CONTENTS

	Page
Chapter 1. Introduction	1
General Statement of Problem	3
Statement of Hypotheses	4
Definition of Terms	5
Chapter 2. Review of Literature	6
Historical Perspective	6
General Trend of Transfer Orientation Programs	8
Differences Between Transfer and Native Senior Institution Students	11
Group Counseling as a Viable Orientation Tool	12
Perception of the College Environment	14
Effects of Inaccurate Perceptions of College Environment	15
Comparison of Freshmen and Transfer Perceptions	16
Transfer Perceptions of the College Environment	17
Group Counseling with Transfer Students	17
Chapter 3. Methodology	20
Description of Subjects	20
Description of Measures Employed	21
Research Design and Procedures	24
Chapter 4. Findings	26
Choice of Statistical Tests	26
Results	27
Interpretation of Data	29
Chapter 5. Summary and Conclusion	31
Summary of Hypotheses	31
Procedure and Data	32
Results	33
Conclusions	33
Implications	34
Recommendations	35
Bibliography	41
Appendix A	37
Appendix B	38
Appendix C	39

BEST COPY AVAILABLE

Chapter 1. Introduction

As a college admissions officer this researcher has become aware of an increasing number of transfer students. This phenomenon is nationwide and comes at a time when many four-year colleges are experiencing an overall shortage of students. The dramatic increase in transfer students can be attributed to several factors. First, in the last decade this country has witnessed considerable growth in the number of community colleges. Beginning with one school in New York the movement has developed into a nationwide educational trend with over 800 community colleges in the United States today. Secondly, senior-college students are demonstrating a greater degree of inter-institutional mobility than ever before (Berry, Butts and White, 1971).

The institution which employs this researcher matriculates over 200 transfer students yearly and on the basis of past enrollment trends anticipates a gradual increase in this number. In a procedure designed to acquaint the new student with the college and to assist him register for courses, this researcher's home college operates a combined orientation program for both freshman and transfer students.

Through experience gained in meeting, recruiting,

BEST COPY AVAILABLE

and interviewing freshman and transfer students this researcher has felt for some time that transfer students' needs differ from those of freshmen. Because of these different needs, specific programs should be developed to assist the transfer student adjust to his new senior college home.

Prior to the literature search, this researcher recognized several differences which set the transfer student apart from his freshman colleagues. Transfer students generally display a greater degree of sophistication and interest in financial aid matters than do freshmen. Transfer students are naturally interested in their academic program and how their transfer credits will be applied to the curriculum. And lastly, transfer students are more concerned with the practical application of their academic program than are freshman students.

A considerable amount of material dealing with new student orientations is available to the researcher. Most colleges conduct some type of orientation program for entering students, and once such a program is initiated it is rarely discontinued (Butts, 1971). Action research exploring the effectiveness of individual programs at particular institutions however is less copious or at least less published.

Transfer student research by Knoell and Medsker (1965) found a very limited number of successful transfer

BEST COPY AVAILABLE

orientation programs. The period from 1965 to 1969 saw relatively little transfer student research. A study by Goodale and Sandeen (1971) encouraged renewed interest in this area. The paucity of research expressly concerned with transfer student orientations can probably be explained by the fact that most senior colleges offer combined freshmen-transfer programs. Ironically, investigations of these combined programs show them to be ineffective and unwanted by transfer students, yet the practice persists (Knoell, and Medsker, 1965).

Existing transfer orientation research is largely involved with academic transfer shock, academic achievement, and attrition rates. Very little research has been published concerning transfer students' personal and social adjustment problems (Goodale and Sandeen, 1971).

Statement of the Problem

If the student's expectations of college life and the actual environment are not, at least partially congruent, the student is dissatisfied and often will withdraw from school (Shaw, 1968). Transfer students often arrive at the senior college with highly idealistic perceptions of the environment (Anstett, 1973; Donato, 1973). The relationship between the transfer's ease of adjustment to his new home and incongruent perceptions has not been thoroughly investigated.

Donato (1973) concluded his study of junior college

transfer students with a recommendation for additional research measuring the true needs of the individual student and the environmental press of the university. Another researcher (Anstett, 1973) points out the need for empirical research at each senior college in order to develop support programs for incoming transfer students. Lastly, Donato and Fox (1970) recommend additional research to determine whether on-campus activities narrow the perceptual incongruency experienced by transfer students.

This researcher feels that it is crucial to determine the transfer students' perceptions of the senior-college environment. Furthermore, four-year colleges should develop programs which will facilitate the individual student's adjustment to the incongruity between his expectations and the realities of on-campus life.

The purpose of this study is twofold: first, to determine the transfer students' perceptions of the college environment; and second, to demonstrate a positive effect upon the student's perceptions of the environmental press, by means of a group-counseling procedure.

Hypotheses

(1) The environmental perceptions of the transfer student group treated with the group-counseling procedure will not differ significantly from the environmental perceptions of the untreated transfer student group.

(1A) The environmental perceptions of the

BEST COPY AVAILABLE

experimental female students will not differ significantly from the environmental perceptions of the female control students.

(2A) The environmental perceptions of the experimental male students will not differ significantly from the environmental perceptions of the male control students.

Definition of Terms

College environment--The total product of the interaction between the components (rules and regulations, traditions, physical plant, administration, students, faculty and curriculum) at the research institution.

Group-counseling--An educational problem solving approach to changing attitudes and perceptions of the group members through loosely structured discussion sessions.

Press--The dynamics of the college environment as perceived by the students.

Transfer student--A student who began his academic career at a publicly supported community college, a private junior college or a four-year college and who has transfered to the senior institution.

BEST COPY AVAILABLE

Chapter 2. Review of Literature

Historical Perspective

Freshman orientation programs have a history that dates back beyond the turn of the century. The first known orientation program was offered by Boston University in 1888. In 1911 Reed College offered the first orientation for college credit (Mueller, 1961).

Throughout the nineteen fifties and nineteen sixties freshman orientations were discussed in terms of goals. These goals were categorized as being either "microcosmic" or "macrocosmic" in nature. Microcosmic orientations were concerned with the student's direct relationship with the institution and generally dealt with items such as academic advising, registration, study habits and student activities (Fitzgerald and Busch, 1963). Macrocosmic orientations were more involved with the goals of higher education, the intellectual aspects of college life and a search for self-knowledge and understanding (Mueller, 1961; Shaffer, 1962).

A survey conducted in 1968 (Kronovet, 1969) involving 92.4% of the colleges and universities listed in the Educational Directory found that 59.3% of the private colleges and 38.1% of the public colleges operated some type of orientation program for incoming freshman students.

BEST COPY AVAILABLE

A standard aim of student orientations is the communication of college rules and regulations to incoming students. Gerber (1970) found that students who have participated in formal orientations tend to possess greater knowledge of campus rules and regulations than do untreated students. In addition, Foxley (1969) reported that a structured counseling format familiarized students with campus rules more effectively than did less formal programs.

Oriented students tend to perceive the institution in more personal terms than do "un-oriented" students. The oriented students discuss problems with college personnel (counselors, deans, housemothers, etc.) with less reluctance than do students who have not been treated in an orientation (Robinson, 1970).

Orientation programs vary greatly in length and content. The week-long summer sessions, the three-day programs and the full semester treatment are a few examples (Butts, 1971; Patty, 1966). Miller and Ivey (1967) studied the effectiveness of one day, three day and one week orientation programs. They found that student knowledge of campus rules and regulations varied insignificantly with the length of the program.

Presently, the small group-counseling orientation format is held in high regard by many college student personnel officers (Winborn and Maroney, 1965; Gerber, 1970; Butts, 1971; Goodale and Sandeen, 1971).

BEST COPY AVAILABLE

General Trend of Transfer Orientation Programs

Research by Knoell and Medsker (1965) found few successful transfer student orientation programs. Most programs grouped freshmen and transfer students together on the assumption that the needs of both groups could be met by the same treatment. Timing of the orientation sessions was often amiss. The programs frequently convened prior to the beginning of the fall semester when many transfer students were still employed (Knoell and Medsker, 1965; Butts, 1971). Most orientation programs excluded the transfer student's spouse. Married transfer students felt that their husbands or wives should be involved with the orientation process in order to gain insights into the demands of upper division college work (Knoell and Medsker, 1965).

Even though Knoell and Medsker (1965) outlined the problems inherent in transfer orientations, few senior institutions have changed their treatment procedures for incoming transfer students. One researcher (McCann, 1967) found that the majority of existing orientations continued to focus upon incoming first semester students. A study (Fulco, 1968) conducted at the University of Missouri asked a random sample of male and female transfer students to express their perceived needs in eight areas of student personnel services. Among the categories mentioned the students gave an unsatisfactory rating to the combined freshman-transfer orientation. While both men and women

BEST COPY AVAILABLE

criticized this service, the female students expressed a significantly higher degree of dissatisfaction than did the males. More recent research by Worely and Conrad (1973) supported Fulco's findings. This research conducted at Kansas State University indicated that freshman and transfer needs and outlooks are sufficiently different, at time of orientation, to warrant separate orientation programs.

Goodale and Sandeen (1971) in their review of student personnel literature found that most transfer student research centered around academic success, attrition rate, and articulation problems. One notable exception was a research project conducted at North Texas State University with transfer students admitted on academic probation (Winborn and Maroney, 1965). This study, while dealing with academic achievement, also investigated the effects of group counseling on the psychological needs of transfer students. The researchers reported that successful students in the experimental group demonstrated greater score changes on the Dominance and Nurturance scales of the Edwards Personality Preference Schedule than did unsuccessful students. These findings were interpreted by Winborn and Maroney (1965) to mean that the group-counseling sessions had positively influenced the student's quest for positions of leadership and their empathy for others.

Sandeen and Goodale (1972) conducted a national survey of student personnel services at 823 colleges and

BEST COPY AVAILABLE

universities. They found that only 12% of the 633 reporting institutions were conducting research on the social adjustment problems of transfer students. Another study (Goodale and Sandeen, 1971) reported that a limited number of senior colleges were designing specific transfer orientation programs. Some schools are utilizing students who have successfully transferred to explore the realities of four-year college life with incoming transfer students (Butts, 1971). The State University of New York at Buffalo has a special transfer affairs office which works with a faculty-student advisory committee in organizing a complete program for transfer students. Exact content of this orientation may vary with the individual campus. However, each program includes small group meetings between new and former transfer students (Goodale and Sandeen, 1971). A similar orientation approach involving person-to-person reaction was suggested by students at Washington State University (Berry et al, 1971).

Overall, the senior collegiate institutions have continued to overlook the needs of incoming transfer students (Butts, 1971; Berry et al, 1971; Sandeen and Goodale, 1972; Worley and Conrad, 1973). Goodale and Sandeed (1971) found that of 624 institutions surveyed 51% required transfer students to attend orientation sessions while only 41% of these schools offered separate programs for transfer students.

BEST COPY AVAILABLE

Differences Between Transfer and Native Senior Institution Students

Orientation programs involving both freshman and transfer students assume that a single program will meet the needs of both types of students (Knoell and Medsker, 1965). Other researchers maintain that a multitude of differences separate the transfer student from his peers who began their educational career at a senior institution (Cross, 1968; Berry et al, 1971; Worley and Conrad, 1973).

Knoell and Medsker (1965) found that 25% of the transfer students indicated that uncertainty regarding their career plans was a major factor in their decision to attend a junior college instead of a senior institution. In her extensive review of research, Cross (1968) found that junior college students tend to be more unsure of themselves and more reluctant to venture into new situations than their peers at four-year colleges. Also, as a group, junior college students expressed lower educational and occupational aspirations than did native senior-college students. In addition to experiencing a lack of self-confidence, transfer students often felt that their academic preparation was weaker than that of their peers at senior schools (Knoell and Medsker, 1965; Cross, 1968).

Transfer students tend to perceive their relationship with the senior institution differently than do native students (Buckley, 1971; Anstett, 1973). Knoell and Medsker

BEST COPY AVAILABLE

(1965) found that transfers attending non-sectarian colleges identified less with the four-year school than with their junior college. More recent research (Goodale and Sandeen, 1971) stated that transfer students in general identify less with the senior college than with their two-year institution.

Using the New Student Inventory, Worley and Conrad (1973) found additional contrasts between transfer and freshman students attending four-year colleges. Transfer students indicated more non-student role experience than did freshmen. Also, transfer students viewed practical non-classroom experience just as important as academic experience. In line with the concern for practical issues, transfers indicated greater interest in financial and academic matters than did freshmen (Goodale and Sandeen, 1971).

In summary the differences existing between transfer and freshmen students, at the time of entrance orientation, are numerous and well documented (Knoell and Medsker, 1965; Cross, 1968; Butts, 1971; Worley and Conrad, 1973). Also, the need for separate orientation programs specifically structured to assist the transfer student to cope with his unique problems, is equally documented (Butts, 1971; Sandeen and Goodale, 1971; Goodale and Sandeen, 1972; Warren, 1966; Worley and Conrad, 1973).

Group Counseling As A Viable Orientation Tool

Research on orientation procedures indicates that

BEST COPY AVAILABLE

the small group-counseling format is more successful than large group procedures (Hoffman and Plutchik, 1959; Kopeck, 1971; Butts, 1971). In his research dealing with college teaching McKeachie (1970) found that small class discussion sessions are superior to large lecture presentations in effecting change in attitude, student satisfaction, and motivation.

Reiter (1964) demonstrated the effectiveness of small-group counseling in altering certain attitudes of incoming freshmen at Hofstra University. His research revealed that students in the treatment groups developed a more mature philosophy of life and more positive perceptions of college life than did members of the control group. Christiansen (1964) obtained similar results with group counseling techniques. In an evaluation of small-group orientations, Pappas (1967) reported student approval of the sessions and a desire for greater involvement in planning the program. Both counselors and students gave a positive assessment of small-group orientation procedures in research conducted by Volsky and Hewer (1968).

Studies at Niagara Community College (Rothman and Leonard, 1967) evaluated a group counseling procedure in three areas: second semester grade point average, attrition rate, and scores on the Study of Values Inventory. The sessions were structured to encourage discussion of personal problems and to explore questions concerning the curriculum.

BEST COPY AVAILABLE

Results of this research demonstrated significant differences between the scores of the experimental group and the control group on the attitude inventory.

An intense small-group orientation procedure was employed at Phoenix College in 1965 (Butts, 1971). The treatment dealt with correct vocational choice, appropriate career curriculum, and detailed job information. Success of the program was measured by the grade point average at the end of the first semester, the number of semester hours earned, and the attrition rate at the end of the first semester and at the end of the first year. With the exception of semester hours earned the experimental group performed significantly better than the control group.

Perception of the College Environment

Research in the area of social psychology by Pervin (1963) and others (Carlsmith and Aronson, 1963) indicates that the manner in which a person experiences and copes with a new environmental situation is determined in part by his expectations.

In a study of high school students and their counselors, Seymour (1968) found that during the college-choice decision process, college-bound seniors hold inaccurate perceptions of nearby colleges. Furthermore, the students' counselors also perceive the environments of nearby colleges inaccurately. Other researchers (Donato and Fox, 1970) reported that admissions officers tend to overemphasize the

BEST COPY AVAILABLE

positive attributes of their school's environment. As a result of the data reported the researchers feel that the biased perceptions of the admissions officers may partially explain the counselors' and students' unrealistic perceptions of college environments.

Research has shown that entering freshmen hold highly unrealistic expectations of the college environment (Stern, 1968; Pervin, 1966; Johnson and Kurpius, 1967). Prior to entering, freshmen tend to perceive greater academic demands within the college environment than do upperclassmen (Standing and Parker, 1964). Other researchers have found that while entering freshmen perceive a stringent academic climate during the first year, this attitude progressively diminishes as they advance toward their senior year (Pervin, 1966; Johnson and Kurpius, 1967). Berdie (1968) investigated the change in student perceptions and found that during their first two years students learn that college is not as intellectually exciting as they had expected, that the campus has less social structure than they anticipated, and that they must assume more responsibility for their social and interpersonal behavior.

Effects of Inaccurate Perceptions of the College Environment

The perceptual adjustment which occurs as the student progresses from freshman to upperclassman proves traumatic for many. Research has shown that many students withdraw or transfer when the college of their choice is not

BEST COPY AVAILABLE

congruent with their expectations (Holland, 1958; Greenfield, 1964). Thistlethwaite (1960) reported that often a student will drop-out of a particular career field because his expectations of that field prove incongruent with reality. Shaw's (1968) findings support the contention that withdrawal from college will occur if the majority of the student's expectations are not fulfilled. However, he further submitted that students who find parts of the environment incongruent with their expectations will usually overcome the shock and remain enrolled.

Comparison of Freshmen and Transfer Perceptions

The findings of several researchers indicate that freshman perceptions of the college environment differ considerable from the perceptions of upperclassmen (Standing and Parker, 1964; Pervin, 1966; Johnson and Kurpius, 1967). In his research comparing the perceptions of freshman, transfer, and upperclass native students Buckley (1971) found no significant difference between freshmen and transfer student expectations. However, both transfer and freshmen indicated perceptions of the college environment that were significantly different from those of upperclassmen. He concluded that transfer students have highly idealized perceptions of the college environment, which are far removed from the realities of campus life, as perceived by upperclassmen.

BEST COPY AVAILABLE

BEST COPY AVAILABLE

Transfer Student Perceptions of the College Environment

Research by Donato (1973) also demonstrated that the overall expectations of transfer students are incongruent with the actual environmental press as perceived by native students. However, he found no significant relationship between the incongruent expectations and the transfer students' first semester grade point average at his new school.

In another study, Anstett (1973) found that transfer students perceive their new college home as relatively inconsiderate and unfriendly. Anstett feels that these hostile perceptions hinder the transfer student's rapid adjustment to his new environment.

Summary

Research has indicated that a person's expectations of a new situation influence the manner in which he deals with this new environment (Pervin, 1963; Carlsmith and Aronson, 1963). Transfer students perceive the senior college environment differently than do upperclassmen (Stern, 1968; Johnson and Kurpius, 1967). They have a tendency to perceive the senior-college environment as hostile and unfriendly. The stress associated with these hostile perceptions may complicate the adjustment of the transfer student to his new environment (Anstett, 1973).

Group Counseling With Transfer Students

Researchers using group counseling with probationary transfer students have met with varying degrees of success.

BEST COPY AVAILABLE

In their research with transfer students admitted on probation, Winborn and Maroney (1965) established no significant differences between the experimental and control groups in grade point averages and pre-post scores on the Edwards Personality Preference Schedule. Another researcher (Abel, 1967) investigated the effects of group-counseling upon the academic and social problems perceived by probationary transfer students. The experimental group demonstrated significantly higher academic averages and lower attrition rates than the control group.

Further inconsistency in the research findings was provided by Minichiello (1971). His study compared the effectiveness of directive and non-directive group counseling in reducing transfer shock. Analysis of his data indicated that the directive group experienced little alienation from the community, and no academic transfer shock. The grade point average earned by the non-directive group was not significantly different from that earned by the control group. However, the trend favored the experimental group.

In summary, the small-group counseling technique is well accepted by students and by college student personnel officers (Volsky and Hewer, 1968; Butts, 1971). Overall, group counseling techniques are more effective in bringing about attitude change and improving student motivation and satisfaction than in improving academic performance (Reiter, 1964; Minichiello, 1971). Several researchers found that

BEST COPY AVAILABLE

intense directive group counseling techniques did exert a positive effect upon academic performance (Abel, 1967; Butts, 1971).

BEST COPY AVAILABLE

Chapter 3. Methodology

Setting

This study was conducted on the campus of a private liberal arts college. The school has a long heritage as a junior college and began offering baccalaureate degrees in nineteen sixty-eight. The college is located in the suburbs of a highly industrialized city that has a population of approximately 50 thousand.

The full time student body is comprised of 1700 students. Approximately 700 are females and the remaining 1000 are males. The college also has a part time enrollment of approximately 1200 students.

Students may seek counseling on campus from one full-time counselor and one part-time counselor. However, with a relatively small student to faculty ratio, of 30 to 1, much unofficial counseling is carried out by the faculty and some administrators.

Generally, the students come from middle class socio-economic backgrounds and view the college experience as a practical step toward gainful employment and financial security.

Description of Subjects

There were 46 transfer students that entered the

BEST COPY AVAILABLE

college in the 1974 spring semester. Of this group 13 had earned their associate degrees at a community or junior college and transferred to the senior institution with junior class rank. Twenty students of the initial group transferred from other four year colleges. Thirteen students attended junior or community colleges but did not earn an associate degree prior to transferring into the senior institution. Ages of the subjects ranged from 18 upwards to 43 years of age. The socio-economic background of the group ranged from lower middle class to upper middle class. Nineteen of the subjects were females and 27 were males. Twenty of the test subjects resided in either dormitories or off-campus dwellings while 26 commuted to the campus daily.

Description of the Measures Employed

The test instrument used in this study was the College and University Environmental Scales, second edition (CUES II) developed by C. Robert Pace in 1963. The test was specifically designed to measure student perceptions of the environment at a given college. CUES II may be administered to individuals or to groups. Most students will need 30 minutes to take the test.

The test consists of 160 items which are answered as true or false. Sixty of the test items are experimental and therefore are not included in the scoring scales. The 100 test items are grouped into 7 scales. The basic five

BEST COPY AVAILABLE

scales consist of 20 items each. The two new scales which have been added to CUES II are comprised of 22 items each.

Definition of the Scales

Scale 1. Practicality. These items describe an environment characterized by organization, enterprise, material benefits and social activities. A structured environment is evident in the administration and the classrooms of the college.

Scale 2. Community. This scale describes a group-oriented campus where the student body is friendly and cohesive. Faculty members are acquainted with the students, and are aware of their individual problems.

Scale 3. Awareness. The items in this scale deal with three types of meaning - personal, poetic, and political. Personal meaning is characterized as a search for self-knowledge and understanding. The poetic meaning is developed through creative opportunities in painting, music, art, and drama. A general concern for the welfare of mankind is reflected in an awareness of events around the world.

Scale 4. Propriety. On this scale group standards are important. The environment which is described is a polite and considerate one.

Scale 5. Scholarship. These items describe a campus atmosphere which encourages academic achievement and disciplined scholarship.

Scale 6. Campus Morale. The college environment

BEST COPY AVAILABLE

is one which accepts social norms, group cohesiveness and encourages friendly assimilation into campus life. At the same time the atmosphere permits freedom of expression and a commitment to intellectual activity.

Scale 7. Quality of Teaching and Faculty-Student Relationships. The environment described in this scale is one in which professors are perceived to be scholarly and to set high standards. At the same time a warmth exists between students and their professors.

CUES II Normative Data

Repetition of the CUES with groups within 35 different institutions found 94 percent differed by 3 points or less and 86 percent varied two points or less.

Buros Mental Measurements Yearbook indicates that the CUES II has a well-developed set of norms. This normative data is based upon a national reference group of 100 colleges and universities (Pace, 1969).

Scoring Procedure

The 1969 manual for CUES II describes the 66+ percent method of scoring the test. This scoring procedure is based upon the logic of consensus and does not generate mean scores. In the 1963 CUES manual Pace describes the 66+ percent method as well as a more customary procedure using the means of the raw scores. This second scoring method was chosen for this study because it is based upon the logic of variance and can be statistically treated in the

BEST COPY AVAILABLE

standard parametric manner (Pace, 1963).

Research Design and Procedures

This study utilized a pretest-posttest control group design. Using the random table of numbers the research subjects were randomly assigned to the experimental and control groups. In anticipation of possible attrition 24 subjects were assigned to the experimental group while 22 subjects were assigned to the control group.

The test instrument (CUES II) was administered to both groups prior to the onset of the treatment sessions. The instrument was administered to all of the experimental subjects at one time just prior to the first treatment session. In order to reduce attrition the pretest was administered to control subjects in small groups and individually. Both the experimental and control groups completed the pretest within a three day time period.

The experimental group participated in a series of one-hour group counseling sessions which met once a week for three weeks. The treatment procedure used in these sessions was an even mixture of directive and non-directive counseling. For a detailed description of the treatment program refer to appendix C.

The control group received no treatment whatsoever during the three week period of time.

At the conclusion of the three week treatment period the experimental group completed the CUES II as a

BEST COPY AVAILABLE

posttest. This was administered at one sitting.

At the end of the three week time period the CUES II was again administered to the control group as a posttest. The control subjects completed the posttest in small groups and individually. Both the experimental and control subjects completed the posttest within a three day time period.

Statistical Procedure

For statistical analysis purposes the experimental and control groups' scores on the CUES II were stratified into male and female subgroups. Analyses of variance was performed on each of the seven CUES scales according to male and female subgroups, first using the scores obtained on the pretest and then using the scores obtained on the posttest. Analysis of variance was used in order to identify significant differences between the mean scores on the pretest and posttest at the .05 level.

Additional statistical analysis was done by performing a t-test on the combined male and female mean scores in select reporting categories. Those categories having F ratios that approached significance at the .05 level were chosen for this further analysis. Refer to appendix B for a detailed table of F ratios.

BEST COPY AVAILABLE

Chapter 4. Findings

Introduction

This chapter will deal with the underlying rationale for the selection of the two statistical tests used for data analysis.

A presentation of noteworthy findings will be made in relation to the stated null hypotheses. Finally, the chapter will include an interpretation of the analyzed data.

Choice of Statistical Tests

The College and University Environmental Scales reports the student's environmental perceptions by the use of 7 different scales. Male and female stratification of the research groups resulted in the necessity to deal with 28 score categories. In order to identify significance with this number of subgroups, analysis of variance was chosen as the primary statistical tool.

Attrition reduced the size of the experimental group by 12.5% (24 subjects to 21) and the control group by 9.1% (22 subjects to 20). The stratification into male and female further reduced the experimental and control groups into even smaller units.

The small sample size and the even smaller subgroup sizes indicated the need to perform a t-test upon the

BEST COPY AVAILABLE

combined male and female subgroup scores. Analyses of variance on all subgroups indicated that three of the scales (Community, Campus Morale, Scholarship) demonstrated trends toward significance at the .05 level. A t-test for related measures was performed upon the pretest and posttest scores on these three scales.

Results

The primary null hypothesis could not be rejected in its entirety.

Ho_1 The environmental perceptions of the transfer student group treated with the group counseling procedure will not differ significantly from the environmental perceptions of the untreated group.

The t-test indicated a significant difference at the .05 level on two of the three scales which were examined. The combined male and female groups reported significant score changes on the Community scale and on the Campus Morale scale. A statistical examination of the third scale (Scholarship) determined that no significant change had occurred. The following chart illustrates these findings.

	Mean Combined Scores		
	Community	Campus Morale	Scholarship
Pretest	10.90	9.48	7.71
Posttest	*12.86	*12.09	9.04
Standard Deviation	2.64	3.89	3.76

*Significance $\geq$.05

BEST COPY AVAILABLE

At the .05 level the tabled t value was 2.09. The t-test results on the Community scale found an observed t of 3.39 and an observed t of 3.04 on the Campus Morale scale. An observed t of 1.74 was found on the Scholarship scale. F ratios on the remaining four scales' subgroups suggested no further analysis was needed.

Thus from the above data it seems that the null hypothesis could be rejected on the Community and Campus Morale scales. The remaining five scales demonstrated positive trends but no significance at the .05 level.

No significance at the .05 level was found among the combined control group scores and there were no observable trends. Refer to appendix A for a complete table of mean raw scores.

The secondary null hypotheses could not be rejected.

H_{o1a} The environmental perceptions of the experimental female students will not differ significantly from those of the female control students.

H_{o1b} The environmental perceptions of the experimental male students will not differ significantly from those of the male control students.

Analysis of variance was performed by computer on the male and female subgroup scores of each scale to identify statistical significance at the .05 level. None of the F ratios indicated significance at the desired level. The largest F ratios occurred on the Community, Scholarship, and Campus Morale scales. The following chart details these

BEST COPY AVAILABLE

findings.

Mean Squares and Observed F Ratios

Experimental	df	df	ms_a	ms_w	f
Community					
Female	1	14	20.25	8.96	2.26
Male	1	24	20.35	8.83	2.30
Scholarship					
Female	1	14	36.00	42.55	0.85
Male	1	24	41.88	17.92	2.04
Campus Morale					
Female	1	14	18.06	17.24	1.05
Male	1	24	55.54	18.03	3.08

None of these F values were significant at the .05 level. Refer to appendix B for the complete table of mean squares and F ratios.

Interpretation of Data

The above data indicates that the transfer students significantly increased their scores on two of the five CUES II scales: Community and Campus Morale. These findings support rejection of the primary null hypothesis in these two areas.

Analysis of variance of the male and female subgroups does not support rejection of the secondary hypotheses. This failure to identify significance at the .05 level in the sex subgroups is not surprising. The small size of these subgroups necessitated large raw score gains in order to achieve significance.

BEST COPY AVAILABLE

In summary, no significant gains could be identified among the sex subgroups using analyses of variance. Significant gains, however, were found on two of the seven CUES II scales when a t-test was performed upon combined mean scores of the subgroups in the Community and Campus Morale scales.

BEST COPY AVAILABLE

Chapter 5. Summary, Conclusions, and Implications

Hypotheses

The primary hypothesis of this study stated that the environmental perceptions of the transfer student group treated with the group counseling procedure would not differ significantly from the perceptions of the untreated group. This hypothesis was partially accepted on the basis of the t-test performed on the combined male and female CUES II scores. Only the Community scale and the Campus Morale scale demonstrated significance at the .05 level.

The secondary hypothesis stated that the environmental perceptions of experimental subjects in the sex subgroups would not differ significantly from the perceptions of the control sex subgroups. These hypotheses were accepted on the basis of the analyses of variance which were performed on all sex subgroups. The results of the analyses of variance indicated no significance at the .05 level.

Summary

This research was conducted to determine the effectiveness of short term group counseling sessions upon the environmental perceptions of first semester transfer students. The purpose of the study was to compare the student's

BEST COPY AVAILABLE

scores on the College and University Environmental Scales, before participation in the counseling treatment, with their scores on the test after completing the program.

Subjects

There were initially 46 transfer students involved in the counseling program. Attrition reduced this number to 41: twenty-one in the experimental group and 20 in the control group.

Test Administered

The test used to evaluate the effectiveness of the counseling program was the College and University Environmental Scales, second edition (CUES II). This instrument was developed in 1963 by C. Robert Pace. The test is composed of 160 true or false questions of which the last 60 items are experimental and therefore are not scored. The basic 100 items form seven scales: Practicality, Community, Awareness, Propriety, Scholarship, Campus Morale, and Quality of Teaching and Faculty-Student Relationships.

Procedure and Data

This study used a pretest-posttest control group design. The research subjects were randomly assigned to either the experimental or control group. The CUES II test was administered as a pretest and a posttest to determine if the students' perceptions of the college environment were significantly changed by the counseling treatment.

The treatment program consisted of three one hour

BEST COPY AVAILABLE

group counseling sessions over a three week time period. The counseling treatment was an even mixture of directive and non-directive procedures. For a more detailed description of the treatment program refer to appendix C.

The experimental and control groups were stratified into male and female subgroups. Analyses of variance were done by computer on each of the sex subgroups. The small size of the sex subgroups pointed out the need for further statistical analysis. The sex subgroups were combined and a t-test was performed upon selected mean pretest and post-test scores. The selection of the scores for further statistical testing was based upon the size of the F ratios obtained from the analyses of variance.

Results

The analyses of variance performed on the sex subgroups found no significant differences at the .05 level. However, the t-test on the combined male and female subgroups did identify significance at the .05 level on two of the seven scales (Campus Morale and Community). With the significance level set at .05, the null hypothesis could be rejected when observed $t > 2.09$. The observed t on the Campus Morale scale was 3.04 and 3.39 on Community scale.

Conclusion

From the t-test performed on the combined subgroup scores it seems possible to partially reject the primary null hypothesis. Significance at the .05 level was found

BEST COPY AVAILABLE

on the Community and Campus Morale scales of the CUES II. However, it must be noted that while positive trends were seen on the remaining five scales no significance was detected at the .05 level.

Statistical analyses of the sex subgroups did not support rejection of the secondary null hypotheses. The sex subgroups did not demonstrate a significant difference in environmental perceptions following the treatment program.

Implications

This researcher believes that the implications of this study are contemporary and relevant. Numerous studies have documented the ongoing perceptual adjustment which transfer students as well as incoming students experience. The success of this adjustment often determines whether a student stays in school or withdraws.

At a time when many colleges are experiencing reduced enrollments it would seem logical for them to increase their efforts in assisting incoming students make the necessary adjustments. Attrition from college is often related to factors other than academic failure. Disillusionment with the college, financial, as well as personal problems are often the root causes of student withdrawal. Some type of supportive counseling program would assist students beset with such difficulties. This study has investigated one possible approach.

Well adjusted, satisfied students not only have a

BEST COPY AVAILABLE

tendency to remain in college until graduation, they also are very effective unofficial admissions recruiters.

A third, and more philosophical implication can be drawn from this study. We presently live in an era which claims to value the individuality of the person. Business concerns advertise that their firm does not treat the person as a number. Small liberal arts colleges have claimed this interest in the individual for years. If colleges are indeed oriented toward the individual and his needs, it would appear that more research along the lines of this study is in order. Counseling programs designed to assist the individual in his quest for fulfilment and satisfaction should be one of the top priorities for today's colleges.

Recommendations

1. Additional research on the effects of group counseling upon the student's perceptions of the college environment should be undertaken. Larger sample sizes are necessary to allow for greater generalization of the findings.
2. More colleges should utilize the CUES II or similar instruments to determine how their school is perceived by their native students as well as incoming students.
3. Colleges should take it upon themselves to step outside the structures of traditional transfer

BEST COPY AVAILABLE

orientation programs and develop new approaches which will assist transfer students in making the adjustment to the senior institution.

4. Increased articulation between junior and senior colleges should be developed. Adjustment counseling of transfer students should begin before the student leaves the junior institution.

Appendix A

Subjects' Mean Raw Scores on the CUES II Instrument

	Practicality		Community		Awareness		Propriety		Scholarship		Campus Morale		Quality of Teaching	
	Pre Test	Post Test	Pre Test	Post Test	Pre Test	Post Test	Pre Test	Post Test	Pre Test	Post Test	Pre Test	Post Test	Pre Test	Post Test
Experimental Group														
$\bar{X}$ Female Scores	10.13	10.50	11.50	13.75	7.38	9.75	8.63	9.00	9.38	9.00	10.25	12.38	7.63	7.63
$\bar{X}$ Male Scores	9.38	9.62	10.54	12.31	7.92	8.64	9.07	9.38	8.38	10.92	9.00	11.92	6.54	7.23
$\bar{X}$ Combined Scores	9.67	9.95	10.90	12.86*	7.71	9.04	8.90	9.24	8.76	10.19	9.48	12.09*	6.95	7.36
Control Group														
$\bar{X}$ Female Scores	7.63	7.88	10.50	10.88	8.88	8.88	9.63	10.00	8.63	9.25	10.88	10.75	6.88	7.38
$\bar{X}$ Male Scores	9.17	9.33	8.00	7.67	7.08	6.17	10.17	9.75	7.91	7.67	7.92	7.33	5.75	5.75
$\bar{X}$ Combined Scores	8.55	8.75	9.00	8.96	7.80	7.25	9.95	9.85	8.20	8.30	9.10	8.70	6.20	6.40

*Significance at .05

40/41

BEST COPY AVAILABLE

Appendix B

Analysis of Variance

Mean Squares and Observed F Ratios

Experimental	df	df	ms_a	ms_w	f	Control	df	df	ms_a	ms_w	f
Practicality											
Female	1	14	0.56	2.78	0.20		1	14	0.25	5.05	0.05
Male	1	24	0.96	7.06	0.14		1	22	0.17	3.29	0.05
Community											
Female	1	14	20.25	8.96	2.26		1	14	0.56	17.78	0.03
Male	1	24	20.35	8.83	2.30		1	22	0.67	4.12	0.16
Awareness											
Female	1	14	22.56	31.96	0.71		1	14	0.00	31.84	0.00
Male	1	24	15.38	21.42	0.72		1	22	260.04	380.25	0.68
Propriety											
Female	1	14	0.56	11.42	0.05		1	14	0.56	12.99	0.04
Male	1	24	3.85	22.92	0.17		1	22	1.50	13.47	0.11
Scholarship											
Female	1	14	36.00	42.55	0.85		1	14	1.56	21.81	0.07
Male	1	24	41.88	17.92	2.04		1	22	0.38	16.52	0.02
Campus Morale											
Female	1	14	18.06	17.24	1.05		1	14	0.06	34.03	0.00
Male	1	24	55.54	18.03	3.08		1	22	2.04	11.53	0.18
Quality Teaching											
Female	1	14	0.00	2.77	0.00		1	14	1.00	7.34	0.14
Male	1	24	3.12	3.06	1.02		1	22	0.00	5.39	0.00

42 / 43

BEST COPY AVAILABLE

BEST COPY AVAILABLE

Appendix C

Group Counseling Treatment

The treatment program consisted of three weekly group counseling sessions. Each session lasted approximately one hour. An even mixture of directive and non-directive counseling procedures was utilized in the program.

I. First treatment session

A. Administration of the CUES II instrument

1. The researcher held all conversation to a minimum before administering the test

2. Administration of test required approximately 35 minutes

B. The last thirty minutes of the first session were devoted to establishing a sense of rapport between the test subjects and counselor. Coffee and doughnuts were provided

1. During this portion of the session casual conversation covered topics such as: home, background, academic major, previous academic experience

2. Near the end of the first session the group was instructed to come to the next week's session prepared to discuss problems or questions in the following areas: financial aid, transfer of credits, and academic counseling

II. Second treatment session

A. First portion of this session was concerned with financial aid problems encountered by the subjects

1. The director of financial aid briefly discussed typical financial aid problems and ways of overcoming these problems.

BEST COPY AVAILABLE

After these brief introductory comments the session developed into a non-directive question, answer, discussion format

B. Second portion of this session involved discussion of transfer credit evaluations and academic advising

1. The researcher had a copy of each subject's credit evaluations. Each question that was raised was answered in detail

2. Questions regarding the academic requirements for various majors were dealt with

3. This portion of the session developed as a non-directive discussion regarding graduation requirements and course selection

III. Third treatment session

A. First portion of the session operated with a minimum of structure

1. Students discussed problem areas which affected transfer students within the college

2. The discussion opened up to all related topics

B. Second portion of session

1. CUES II test instrument was administered as a posttest

2. Following the completion of the CUES II the subjects completed a short questionnaire which asked the students to evaluate the total treatment program

BEST COPY AVAILABLE

Bibliography

Abel, W., "Group Counseling and Academic Rehabilitation of Probationary Transfer Students", Journal of College Student Personnel 8 (3): 185-188, 1967.

Anstett, R. R., "A Study of Transfer Student Perceptions of a Campus Environment", NASPA Journal 10: 198-205, 1973.

Berdie, R. F., "Changes in University Perceptions During the First Two College Years", Journal of College Student Personnel 9: 85-89, 1968.

Berry, S.; Butts, T. A.; and White, E. T., "Model Orientation Program for Transfer Students", College and University 46: 654-7, 1971.

Buckley, H. D., "A Comparison of Freshman and Transfer Expectations", Journal of College Student Personnel 12: 186-188, 1971.

Butts, T. A., "New Practices in Student Orientation", Personnel Services Review, ERIC Clearinghouse on Counseling and Personnel Services, Ed. 057 416, Ann Arbor, Michigan, 1971.

Carlsmith, J. M.; and Aronson, E., "Some Hedonic Consequences of Confirmation and Disconfirmation of Expectancies", Journal of Abnormal and Social Psychology 66: 151-156, 1963.

Christiansen, O. C. Jr., A Study of the Influence of an Early Orientation Advising and Counseling Program for Selected Freshmen Entering the University of Oregon, Unpublished doctoral dissertation, University of Oregon, 1963.

Cross, P. K., The Junior College Student: A Research Description, Princeton, N. J.: Educational Testing Services, 1968.

Donato, D. J., "Junior College Transfers and a University Environment", Journal of College Student Personnel 14: 254-259, 1973.

BEST COPY AVAILABLE

Dressel, P. L., "Review of CUES", In Buros, O. K. (ed) The Seventh Mental Measurements Yearbook, Highland Park New Jersey: The Gryphon Press, 1972.

Fitzgerald, L. E.; and Busch, S. A., "Orientation Programs: Foundation and Framework", College and University 38: 270-5, 1963.

Foxley, C. H., "Orientation or Disorientation", Personnel and Guidance Journal 48: 218-221, 1969.

Fulco, J., "Junior College Transfer Students' Needs and Evaluations of Student Personnel Services", ERIC, ED 023-384, 1968.

Gerber, S. K., "Four Approaches to Freshman Orientation; Weber State College, Utah", Improving College and University Teaching 18: 57-60, 1970.

Goodale, T.; and Sandeen, A., "The Transfer Student: A Research Report", NASPA Journal 8: 248-63, 1971.

Greenfield, L. B., "Attrition Among First Semester Engineering Freshmen", Personnel and Guidance Journal 42: 1003-1010, 1964.

Hoffman, R.; and Plutchik, R., Small-Group Discussion in Orienting and Teaching, (2nd ed.), New York: Putnam's Sons, 1959.

Holland, I. L., "Student Explanations of College Choice and Their Relation to College Popularity, College Productivity, and Sex Differences", College and University 33: 313-320, 1958.

Johnson, R.; and Kurpius, P., "A Cross-Sectional and Longitudinal Study of Students' Perceptions of Their College Environment", Journal of College Student Personnel 8: 199-203, 1967.

Knoell, D. M.; and Medsker, L. L., From Junior to Senior College: A National Study of the Transfer Student, Washington: American Council of Education, 1965.

Kopeck, R. J., "Freshman Orientation Programs: A Comparison Journal of College Student Personnel 12: 54-57, 1971.

Kronovet, E., "Current Practices in Freshman Orientations", Improving College and University Teaching 17: 204-205, 1969.

BEST COPY AVAILABLE

McCann, C. J., "Trends in Orienting College Students", National Association of Women Deans, and Counselors Journal 30: 85-90, 1967.

McKeachie, W. J., Research on College Teaching: A Review, Washington: ERIC Clearinghouse on Higher Education, 1970.

Miller, C. D.; and Ivey, A. E., "Student Response to Three Types of Orientation Programs", Personnel and Guidance Journal 45: 1025-1029, 1967.

Minichiello, W. E., An Analysis of the Effects of Group Counseling on the Reduction of Transfer Shock in Community College Students Transfering to the University of Massachusetts, Unpublished doctoral dissertation, University of Massachusetts, University Microfilm, Ann Arbor, Michigan, 1971.

Mueller, K. H., Student Personnel Work in Higher Education, Boston: Houghto Mifflin Company, 1961.

Pace, C. R., College and University Environmental Scales, Princeton, New Jersey: Educational Testing Service, 1963.

Pace, C. R., College and University Environmental Scales (2nd ed.), Princeton, New Jersey: Educational Testing Service, 1969.

Pappas, J. G., "Student Reaction to Small Group Orientations Approach", College and University 43: 84-89, 1967.

Patty, A. H. "Freshman Orientation: A Continuing Concern", Improving College and University Teaching 14: 184-188, 1966.

Pervin, L. A., "The Need to Predict and Control Under Conditions of Threat", Journal of Personality 31: 570-587, 1963.

Pervin, L. A., "Reality and Non-Reality in Student Expectations of College", Journal of Psychology 64 (1): 41-48, 1966.

Reiter, H. H., "The Effect of Orientation Through Small-Croup Discussion on Modification of Certain Attitudes", Journal of Educational Research 58: 65-68, 1964.

Robinson, J. D., "Effects of Summer Orientation in the Adjustment of Freshmen", National Association of Women Deans and Counselors Journal 33: 134-138, 1970.

BEST COPY AVAILABLE

Rothman, L. K.; and Leonard, D. G., "Effectiveness of Freshman Orientation", Journal of College Student Personnel 8 (5): 300-304, 1967.

Sandeen, A.; and Goodale, T., "Student Personnel Programs and the Transfer Student", NASPA Journal 9: 179-200, 1972.

Seymour, W. R., "Students and Counselor Perceptions of College Environments", Journal of College Student Personnel 9: 79-84, 1968.

Shaffer, R. H., "New Look at Orientation", College and University 37: 272-279, 1962.

Shaw, K. A., "Accuracy of Expectations of A University's Environment as it Related to Achievement, Attrition, and Change of Degree Objectives", Journal of College Student Personnel 9: 40-43, 1968.

Standing, G. R.; and Parker, C. A., "The College Characteristics Index as a Measure of Entering Students' Perceptions of College Life", Journal of College Student Personnel 6: 2-6, 1964.

Stern, G. G., "The Freshman Myth", National Education Association Journal 55: 41-42, 1968.

Thistlethwaite, D. I., "College Press and Change in Study Plans of Talented Students", Journal of Educational Psychology 51: 222-234, 1960.

Volsky, T.; and Hewer, V., "A Program of Group Counseling", In Muro, J. J.; and Freeman, S. L. (Ed.S.), Readings In Group Counseling, Scranton: International Textbook Co., 1968, pp. 237-242.

Warren, J. R., "Patterns of College Experience", USOE Cooperative Research Project S-327 Claremont: College Student Personnel Institute and Claremont Graduate School and University Center, October 1966.

Wilson, G. C., "Impact of Transfer Admissions in the Next Decade", College and University 45: 266-72, 1970.

Winborn, B.; and Maroney, K. A., "Effectiveness of Short-Term Group Guidance With a Group of Transfer Students Admitted on Academic Probation", Journal of Educational Research 58 (10): 463-465, 1965.

BEST COPY AVAILABLE

Worley, B.; and Conrad, R., "Orientation Activities for Transfer Students: Are Freshman Models Appropriate?" NASPA Journal 10 (4): 333-338, 1973.